

## **CHAPTER I INTRODUCTION**

### **1.1. Background of the Problem**

English has been used by many people all over the world to communicate with each other, because it is used as an international language. As we know that language is a set of communication tool so that it is always used by many people in communication. In general our country has declared English as the first foreign language which must be taught from elementary school.

Referring to the statements, this study discusses about English at Junior High School. According to the 2006 English Curriculum, where English is taught to the students of Junior High School as a compulsory subject and it must be given to the students continuously in order to make them master at least 1000 words after graduating from elementary school. Furthermore more, they have to be able to use it in communication either through oral or written form.

In learning English there are four skills that must be taught, namely: listening, speaking, reading and writing. Among the four skills, writing is considered as the most difficult subject for the junior High School students. The students are still not able to arrange the words into good sentence construction. Needless to say that the students who graduate from Junior High School, still not able to communicate in the written form. This fact can be observed from the average score of final national examination. At the SMP Negeri I Sukoharjo Pringsewu, for example, it

was found that the average score in the final examination in 2010 was 4.5. Many problems were faced by the teacher and the students, example SMP Negeri 1 Sukoharjo Pringsewu does not English laboratory and there were only three English teachers in there. It was not effective because there are twenty four classes from class VII until class IX. Location of SMP Negeri 1 Sukoharjo is in Sukoharjo district Pringsewu, it is about 50 km from Bandar Lampung. The student's average score of SMP Negeri 1 Sukoharjo Pringsewu in writing English competency test was 3.0, It is the reason why the researcher wanted to improve student's writing skill. And we can also see from the average score of final examination in SMPN 1 Sukoharjo Pringsewu, The average score of the final examination in 2010 was 4.5, so it is the reason why the students are confused and do not understand if they are asked to write sentences or a simple paragraph. For that, the writer considered out this classroom action research because no researcher has been done on the used of chain card game technique in the class. In addition, the teacher would like to do this classroom action research because he wanted to improve his performance. He realizes that his performance is not yet satisfactory.

Looking more deeply into the background aforementioned, the writer believes that by writing through chain card game technique the students are able to express their ideas. They involve the new language, eyes, hands, and brains to communicate in written form. As Suwarno (2002) shows that the students' still found difficulties in writing simple paragraph. The researcher apply the game as a technique to improve students' ability in writing. This study intended to find solutions for this problem to achieve basic competence in writing skill, especially

writing simple descriptive paragraph, as stated in Competence Standard that is students should be able to express meaning in written short functional text and very simple short essay in descriptive and procedure forms for communicating with the nearest surrounding, Content Standard (Mendiknas, 2006:284). In addition, that was not basically able to teach writing skill this is because he wanted to improve his performance. He realizes that his performance is not yet satisfactory.

Furthermore, Byrne, (197:129-131) stated that writing should reinforce the vocabulary and structure items which have been taught as well as listening, speaking and reading skill. In this case writing can be use to improve students' vocabulary and structure as well as speaking and reading skills. We know that writing always involves structure and vocabulary better than other skill so that it is better for secondary students to train themselves as earlier as possible. If we can anticipate the three problems which are mentioned by Byrne (1998) it is possible for the teacher to make their students easy to express their ideas in their own words. It is true that the students feel difficult to write if they are not trained to write something in their own ways. But the writer thinks that a good way of training or improving student's simple paragraph writing skill is through chain card game technique. This technique can help students to express their ideas in written form.

Chain card game technique is game using card in which each card contains a word or a noun phrase to form a simple sentence. The term of chain card game is chosen by considering the way on how to play it. Players play the cards like

playing bridge cards. The researcher uses classroom action research because the result of research can be used to a reference to improve the process. Based on the background of the problem above, the writer's interested to increase the students writing skill by applying this technique.

## **1.2. Formulation of the problem**

In line with the background of the problem above, two research questions in this study are formulated as follows.

1. Can Chain Card Game technique be used to improve students' writing ability in simple paragraph in class VII C of SMP Negeri I Sukoharjo Pringsewu?
2. Can Chain Card Game technique be used to improve students' activities in teaching and learning process of simple paragraph?

## **1.3. Objective of the Classroom Action Research**

In doing this classroom action research, there are three objectives to be answered:

1. To know if Chain Card Game technique can be used to increase the students' writing ability in simple paragraph in the class VII C of SMP Negeri 1 Sukoharjo Pringsewu.
2. To know whether Chain Card Game technique can be used to increase students' activity/participation at the class VII C of SMP Negeri 1Sukoharjo Pringsewu.

#### **1.4. Uses of Classroom Action Research**

The writer expects that this classroom action research can be used:

1. As an information for English teacher that Chain Card Game technique can be used to increase students writing ability
2. As a reference for English teacher to improve teacher performance in class VII C of SMPN 1 Sukoharjo Pringsewu

#### **1.5. Scope of the Classroom Action Research**

The scope of this research needs to be elaborated as following to avoid miss perception dealing with this research. This research is a Classroom Action Research (CAR). The subject of this research is class VII.C students of SMP Negeri 1 Sukoharjo Pringsewu which consists of 40 students. Mean while the object of this research is improving students' ability in writing simple paragraph. And the setting of the research is Class VII.C of SMP Negeri 1 Sukoharjo Pringsewu. This research conducted in the second semester of the academic year 2011/2012. The researcher took writing because the result final examination in 2011 is 4.5. So the researcher would like to improving writing ability.

#### **1.6. Definition of Terms**

The definition below is presented in order to avoid misunderstanding about the terms used in this study.

1. Writing is skill in which we express idea, feeling, and thoughts which are arranged in effective, sentences, and paragraph.

2. Chain Card Game is a game using card in which each card contains a word or a noun phrase to form a simple sentence. The term of Chain Card Game is chosen by considering the way of how to play it. Players play the cards like playing bridge cards.
3. Simple paragraph consist of several sentences that arrange in to paragraph consisting of temporel conjunctions showing coherence.